DOCUMENT RESUME

ED 195 668 CE 026 804

TITLE	1979-80 Career and Occupational Awareness Program. Final Report.
INSTITUTION	East Lynne High School. Conn.
SPONS AGENCY	Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
PUB DATE	Jun 80
NOTE	33p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Awareness; Career Education; *Career Exploration; Change Strategies; Educationally Disadvantaged; Grade 10; High Schools; Program Development; *Program Effectiveness; Program Implementation; *Self Actualization; *Self Concept

ABSTRACT

A project was conducted to help fifty-one academically disadvantaged students in grade 10 to gain a greater awareness of their own interests and abilities, career alternatives, and job responsibilities. Students were selected who lacked one or more of the following characteristics: awareness of employment opportunities, job skills necessary to enter various fields, personal strengths, and decision-making skills. These students were placed in a career awareness course which met daily for fifty minutes over a twenty-week period. Course activities included value clarification exercises, discussions, career decision-making exercises, audio-visual presentations, speakers, field trips, assigned readings, and individual and group counseling. After an initial pre-test students concentrated on self-awareness for the first four weeks, career exploration for the second four weeks, and discovering careers for the remaining twelve weeks. Staff and students agreed that the project was a definite success. Of the student participants 77 per cent experienced positive changes (improved academic performances, improved school attendance, more positive self-image, more dedication to school work and choosing career goals, and increased initiative to make future goals). Appendixes (half the document) contain information on the audio-visual program, speakers, materials, field trips, evaluations, budgeting, and lesson plans. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195668

OCT 14 1980

1979-80
CAREER AND OCCUPATIONAL AWARENESS PROGRAM

FINAL REPORT

Prepared for:

Connecticut State Department of Education
Division of Vocational Education
Bureau of Vocational Program Planning and Development
Hartford, Connecticut 06115

Acting Project Directors:
Mr. Lawrence Roberts
Mr. Timothy Evers

Project Assistant:
Mrs. Rena Linder

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

June, 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. Pichonick

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This project was supported by funds available to Connecticut through the Vocational Education Act of 1976, Public Law 94-482.

All opinions expressed reflect the views of the authors and are not necessarily those of the State Department of Education.

CE 026 804

TABLE OF CONTENTS

	Page
Preface	1
Introduction	2
Summary	4
Project Design	7
Bibliography	13
Appendix I: Advisory Board	14
Appendix II: Audio-Visual Program	14
Appendix III: Speakers	14
Appendix IV: Materials	15
Appendix V: Field Trips	15
Appendix VI: Evaluations	16
A. Pre/Post Test	16
B. Guidelines for Interviewing	17
C. Film Evaluation	17
D. Field Trip Evaluation	17
E. Speaker Evaluation	17
F. Career Brief	18
G. Job Shadowing	18
H. Final Evaluation	19
Appendix VII: Budget	20
Appendix VIII: Lesson Plans (1st semester)	20

PREFACE

There is a significant population of students who are unequipped for the world of work and not ready to make career decisions. Although many high schools offer Cooperative Work Experience Programs providing on-the-job training, this exemplary project in Career and Occupational Awareness was directed toward academically disadvantaged students in grade 10 who needed to better understand their own interests and abilities, to be more aware of career alternatives, and to have a greater awareness of job responsibilities, prior to potential participation in East Lyme's Cooperative Work Experience Program.

The success of the project was a result of a team effort on the part of the Guidance Department, the administration, and the staff at East Lyme High School as well as the representatives of the local agencies and businesses. The Advisory Board members provided valuable consultation and organizational leadership. The following three consultants were especially helpful in their suggestions and guidance: Dr. Eileen Matthay, the ex-Project Director (Assistant Professor of Special Education at Central Connecticut State College), Mr. Theodore Phillips (Cooperative Work Experience Coordinator at the high school), and Dr. Vijay Sharma-Sachdeva, Consulting Project Director (Director of Guidance at the high school). The project was made possible by the Division of Vocational Education in the Connecticut State Department of Education, and the project staff are grateful for their support.

INTRODUCTION

Students were identified who had one or more of the following characteristics: lack of awareness of employment opportunities locally, state-wide and nationally; no knowledge of job skills necessary to enter various career fields; no self-awareness of personal strengths; lack of decision-making skills; lack of maturation towards finishing high school and preparing for a career; significantly low academic test scores. Identified students were then selected for and counseled about the program by members of the Guidance Department. Self-referrals and students planning to enter the Cooperative Work Experience Program in grade 11 were also encouraged to participate.

The utilization of local resources would help the school adjust to changing needs and demands of the economy, as well as strengthen the relationship between the school and the working community. It was also felt that the project format would be used widely in other school systems.

A review of relevant literature indicated various successful components of a career awareness program; in addition, this project appeared unique for the following reasons:

1. The course would be team taught by guidance department members and a special education teacher.
2. For many students, the course would serve as a precursor to the Cooperative Work Experience Program.

3. The course would involve limited (minimal financial) support - generally previous projects had required large budget and additional personnel.
4. The course would be for disadvantaged students in a suburban community (a group whose needs are often minimized).
5. The course could easily be expanded to include larger populations of students with minimal demands for additional human/financial resources.

There were eight objectives of the project:

1. Have 50 grade 10 students be aware of job opportunities and trends locally, statewide, and nationally.
2. Students in the program will learn general, related job skills necessary to enter a variety of occupations.
3. Students will be able to identify their interests and abilities and relate them to specific jobs.
4. Students will be able to demonstrate decision-making skills.
5. Students will demonstrate positive motivation towards achieving success in school and towards developing an appropriate career plan for themselves.
6. Prepare students for entering either the Cooperative Work Experience Program or other vocational training program (e.g. Industrial Arts or Business) in grade 11 and/or 12.
7. Provide impetus for students to complete their high school education.
8. Create greater interest among faculty and students in the value of career education and occupational awareness and information.

SUMMARY

The extent to which objectives were met can best be addressed by attending to each stated objective.

1. Through field trips and various classroom speakers, students were much more conversant with career opportunities and trends in southeastern Connecticut in particular and the state as a whole. National trends were also included, primarily through weekly audio-visual presentations.
2. Students were exposed to a large number of general and specific occupations and job skills primarily through field trips, speakers, and classroom presentations. Skills such as job hunting and decision-making were also emphasized.
3. Students became increasingly more aware of both their individual interests and their abilities through such inventories as the Self-Directed Search and the Armed Services Vocational Aptitude Battery. Through exposure to the 15 career clusters, multiple use of interest inventories and job shadowing, students learned what job skills are necessary to enter various career fields and whether they have the skills or potential for these occupations.
4. Students were exposed to decision-making strategies through in-class assignments. The transfer of these strategies to other areas was seen in varying degrees: while a limited number of students showed little ability to make meaningful, concrete decisions, most developed significant decision-making systems.

5. Out of 51 students, 39 (77%) experienced positive changes in many ways: improved academic performances, improved class and school attendance, more positive self-images, more dedication towards schoolwork, greater drive towards choosing career goals, and increased initiative to make meaningful choices about self and future goals in general. Eight students demonstrated little change in their attitudes and class performances, and of the remaining four students, two withdrew from the program and two withdrew from school.
6. Approximately 67% of the students plan to enter the Cooperative Work Experience Program in either their junior or senior years. Approximately 60% of the remaining students felt the project was helpful in directing them towards vocational training programs (e.g. Industrial Arts or Business).
7. Although few students in this above middle income, suburban community drop out of high school, the project provided an impetus for approximately 24 (a significant 46%) of the students to complete their high school education.
8. Greater interest among students was created by the project in various academic disciplines. Students began to understand the relationship of courses to specific careers, and they saw the necessity of background knowledge and skills in successfully handling a career. Also, the involvement of teachers in classroom discussion heightened the teachers' own interest in career awareness and information.

An evaluation of the project half-way through the year produced two significant changes. Splitting the class into two sections led by two teachers for most meetings during the semester significantly alleviated the behavior problems of the first semester. In addition, the small-group counseling of students by counselors during the first semester was changed to group and individual counseling by the two leaders during the second semester, an alteration which stimulated individual rapport between student and teacher.

Successful from a student motivational viewpoint, therefore, the project was not without its unanticipated problems. Due to the make-up of the group (25 disadvantaged and academically underachieving or behavioral problem students each semester), students continued to be difficult to manage and motivate, even during the second semester when the class was split.

Second, team teaching and an unexpected turnover in personnel detracted from the unity and leadership of the project. Third, an inordinate amount of time was necessary for lesson preparations, speaker and field trip coordination, and classroom teaching, and, although splitting the class partially satisfied the students' desire for teacher continuity, staff members' need for time to complete regular counseling duties was not met. Lastly, a small yet powerful number of faculty and community members voiced a concern about students missing classes because of too many field trips.

Partially as a result of the above anticipated problems, the staff recommends the following changes: One, the career

awareness class should be small (15-20) and include a diverse group of students, not merely those who are academically disadvantaged; a small, heterogeneous enrollment would mean fewer discipline problems and greater peer education. Two, the coordinating/teaching responsibilities should be handled by one person, either a teacher who is presently in the school who would be relieved of a number of other duties or an additional teacher. Three, field trips should be staggered over different periods of the school day so students do not miss the same classes.

Staff and students agree that this exemplary project was a definite success in encouraging students to become more aware of themselves as individuals, students, and potential members of the world of work.

From an implementation standpoint, however, the project was flawed in that teaching the class and coordinating the speakers and field trips took more time than was anticipated. A larger grant outlining the above changes would be necessary to employ an additional teacher to handle the project (or relieve a counselor of his regular duties). Because of staffing problems and a lack of effective planning (which should have been anticipated before the project started), the staff decided not to ask for a renewal of the grant for the 1980-81 school year. As a result, broadening the Career Awareness Course to include all 10th graders, an intention of the original proposal, will not be realized.

PROJECT DESIGN

The project consisted of two career awareness courses, one taught during the first semester in the fall and the other

taught during the second semester in the spring, each meeting daily for 50 minutes over a 20-week period. Each student was seen in the class every day in a structured situation, and guidance and counseling of students during the second semester was facilitated by splitting the class into two sections.

The target population was 20% of grade 10, 25 students in the fall and 26 in the spring, primarily those in general, non-college bound classes. The majority of the students were academically disadvantaged (i.e. standardized test scores significantly below grade level and state and local norms), attended school regularly, but lacked direction and motivation.

The course incorporated 10 distinct teaching methods:

1. Values clarification exercises
2. Class discussions
3. Small group discussions and activities
4. Career decision-making exercises
5. Audio-visual presentations (e.g. movies, filmstrips)
6. Speakers
7. Field trips
8. Assigned readings
9. Individual counseling
10. Group counseling

Field trips were aimed at getting students into the community to see for themselves what types of work and jobs are available in the 15 career clusters. Speakers were included on a regular basis to supplement visitations and provide information about career opportunities, requirements, skills and salaries.

The curriculum of the Career Awareness Program progressed from general self-awareness exercises to very specific studies and reflected a movement from an overall examination of the individual to a rather detailed examination of specific career interests. This narrowing of focus was done over the course of four months through diverse curriculum materials and class exercises.

After a pre-test, students concentrated during the first four weeks of the course on self-awareness, a topic examined primarily by relaxing techniques, body movement exercises, and other values clarification exercises. The initial thrust here was to break down barriers among students, develop a feeling of trust and rapport within the class, and allow the individual students the opportunity to explore their own attitudes about the assets and limitations of sex differences, their physical and emotional identities, and their concerns about activities at school, home, and work and during leisure time. Students also viewed filmstrips on decision-making and problem-solving during this self-awareness phase of the project (see Appendix II).

The second four weeks introduced various phases of career exploration into the curriculum. An overview of the world of work was given specifically through the use of filmstrips and

various speakers (see Appendix III). In addition, values clarification exercises gradually changed to emphasize career interests - over the short run of one year and the longer run of five years. The formal interest inventory, Self-Directed Search for Educational and Vocational Planning, was especially helpful, and students related these with their career abilities as measured by the Armed Services Vocational Aptitude Battery, an inventory which was also given during the first semester. And the career exploration stage of the course involved introducing the students to the 15 career cluster concept. In addition to examining their own and significant adults' expectations of appropriate careers, students interviewed a working parent or another adult about his career, and explored not only the importance of education and training in developing a career, but also labor market opportunities at federal, state and local levels. Speakers from the Job Service and Snelling and Snelling (a private employment agency) presented information about how and where students might go to find career and occupational information.

The final 12 weeks of the project focused on discovering careers. The students were presented with various written career exploration resources that were available in the Guidance Department and the library and were introduced to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and other information available. Students examined a different career cluster approximately every four days, by viewing a filmstrip, discussing the filmstrip, and then writing an evaluation of the filmstrip. A regularly scheduled series of 13 field trips and 12 speakers

coinciding wherever possible with the career cluster was initiated at the start of this discovery stage of the course to present students with specific information about career possibilities and opportunities in Southeastern Connecticut (see Appendix V). The field trips which took place approximately once a week and speakers who gave presentations also approximately once a week formed the bulwark of the specific career information that was presented during the semester. Students were required to attend a minimum of 6 field trips. A significant change in the speakers during the second semester was the inclusion of teachers from various disciplines who discussed the course offerings in their departments and their relevance to the world of work. During the last three weeks of the project each student wrote an in-depth brief of a specific career cluster of his choice and job shadowed a person in the same or a different career of his choice, giving oral presentations of their findings to the class for both assignments. The final examination included a post-test on information covered during the course of the semester and an evaluation of the student himself and the project.

Due primarily to the time required to teach the class and coordinate the field trips and speakers, it was necessary to make sweeping changes in the staff of the project and in their responsibilities. Assuming the role of Acting Director when the Director of Guidance resigned in September, 1979, Mr. Lawrence Roberts coordinated the teaching of the class as well as the field trips and speakers during the first semester.

Class team-teaching responsibilities were shared by Mr. Timothy Evers and Mrs. Nancy Piehler, each of whom led the class for a 3-week period. During the second semester, the class met as a whole for film and speaker presentations but split into two sections for discussion purposes, one of which was taught by Mr. Evers, who assumed the role of Acting Director, and the other of which was taught by Mrs. Rena Linder, a counselor intern who assumed the duties of Project Assistant. Mr. Roberts became the Secretary/Consultant and continued to handle the coordination of field trips and speakers.

The project was technically assisted by Project Learn and the high school library. The Career Education Resource Center at Project Learn supplied useful audio-visual resources (see Appendix II), the most valuable being the 15 career cluster filmstrips included in "Livelihoods - Careers for Your Lifestyle." In addition to supplying the necessary audio-visual equipment, Mr. Eugene A. Lynch, high school librarian, designed and produced a slide/cassette presentation entitled, "After High School What?"

Students were graded on the following criteria: attendance in class, participation in class activities, and performance on tests and written assignments, including self-evaluations (e.g. interest inventories, journals or logs, values exercises and evaluations of field trips, speakers, and films (see Appendix VI, A-H).

An Advisory Board (including two working members of the community, a representative of the local Chamber of Commerce, and a member of the local Board of Education) met three times

(in October, 1979 and February and June, 1980) to discuss the progress of the project. Copies of this Final Report explaining the results of the project will be disseminated where appropriate locally and statewide after examination and approval by the East Lyme Board of Education.

BIBLIOGRAPHY

Bolles, Richard. What Color is Your Parachute? Berkley: Ten Speed Press, 1978.

Brown, George Isaac. Human Teaching for Human Learning. N.Y.: A Viking Compass Book, 1971.

Comer, Judith. Report - Sequential Career Awareness Program. Marietta, Ga.: Cobb County Public School, 1973.

Hayakawa, S.I. Language in Thought and Action. N.Y.: Harcourt, Brace, and World, 1964.

Henderson, Herold. Report - Experience Based Career Education Program. Charleston, W.Va.: Appalachia Educational Laboratory, 1975.

Johnson, Larry. Minneapolis Edison High School Employability Skills Program: An Evaluation. Minneapolis, Minn. Public Schools, 1973.

Quinn, Michaelita. Report - Experience Based Career Education Program. Philadelphia, Pa.: Research for Better Schools, Inc., 1973.

Simon, Sidney and Sally Olds. Helping Your Child Learn Right from Wrong: A Guide to Values Clarification. N.Y.: McGraw-Hill, 1976.

Tiedeman, David. V. and Anna Miller. Career Initiation in Association with Alienation from Secondary Schools: An Operational Model and Its Literature. Washington, D.C.: Eric Clearing House in Education, 1975.

APPENDICES

APPENDIX I. ADVISORY BOARD

Mr. Lawrence Roberts, Acting Project Director (1st semester)
Mr. Timothy Evers, Acting Project Director (2nd semester)
Mr. John Barkley
Ms. Varna Burrell
Ms. Aida Ramirez
Mr. Carl Zacker

APPENDIX II. AUDIO-VISUAL PROGRAMS

The following films were supplied by the Career Education Resource Center at Project Learn (Mr. William DeMatteo, Coordinator):

Film:	"What Will I Do With My Time?" N.Y. Life Insurance Co.*
Filmstrips:	"Career Values: What Really Matters to You?" Guidance Associates
	"Livelihoods - Careers For Your Lifestyle" Houghton Mifflin, Boston, 1974
	"Making the Most of Your Talents" Guidance Associates
	"Male and Female Roles: The Stereotypes" Globe Filmstrips, 1975
	"Preparing For the World of Work" Guidance Associates
Slide/cassette:	"After High School What?" **

* supplied by the Cooperative Work Experience Program
** supplied by the East Lyme High School Library

APPENDIX III. SPEAKERS

Aviation Careers (Mr. Rick Strauss, University of New Haven) *
Beta Computers (Ms. Janice Logan) *
Computer Processing Institute *
East Lyme High School curriculum **
- Art (Ms. Adele Phillips)
- Business Education (Mr. Arthur Christian)
- Cooperative Work Experience (Mr. Theodore Phillips and Mr. Lawrence Roberts)
- Home Arts (Mrs. Elizabeth Sweet)
- Industrial Arts (Mr. Allan Aroh)
- Science (Mrs. Lenore Brown)

Job Service (Ms. Marilyn Ness)
Mildin Institute *
Mohegan Community College (Dr. Bruce Bennett)

Pfizer, Inc. (Mr. Thomas Funk)
Snelling and Snelling (Ms. Diane Davis)
Southern New England Telephone Company (Ms. Doris Roas)
Stone and Webster (Mr. Fred Sullivan and Ms. Kay Robson)
U. S. Army (Pvt. Lee Rummel) *
U. S. National Guard (Sgt. Brackett) *

* 1st semester only
** 2nd semester only

APPENDIX IV. MATERIALS

The Career Planning Workshop, The EDN Corporation, Jenkintown Pa., 1977.
Diamond and Murray, Career Development Program Planning Notebook, Science Research Associates, Chicago, 1975.
Self-Directed Search for Educational and Vocational Planning, Consulting Psychologists Press, Inc., Palo Alto, Calif., 1979.
Simon, Sidney and Leland Howe, Values Clarification, Hart Publishing Co., N.Y., 1972.
Terkel, Studs, Working, Avon, N.Y., 1975.

APPENDIX V. FIELD TRIPS

Albert Beatrice School of Hairdressing (Ms. Beatrice Kischel)
Bayreuther Boatyard (Mr. Chris Bayreuther)
Beta Computers (Ms. Janice Logan) *
The Day (Mrs. Eleanor Jenkins) and Quality Printers (Ms Faye Vathauer)
East Coast Welding School (Mr. James Corvello) **
East Lyme Municipal Services (Mr. George Seebeck)
Edward Malley Company (Mrs. Cecchelli)
Electric Boat - metal trades (Mr. James Wood)
Eugene O'Neill Memorial Theatre Center (Ms. Joyce Schmidt and Ms. Seska Dunne) **
Groton Motor Inn (Mr. Ron Steinemann) **
Hartford National Bank and Trust Company (Mr. Frank Bongo) *
Lawrence and Memorial Hospital (Mr. Ken Marlind)*
Naval Underwater Systems Center (Mr. Bert LaCoe) *
Pilgrim Airlines (Ms. Barbara Rousseau) **
Sheraton Inn - Norwich (Mr. Carlos Akooma) *
Viking Ford (Mr. Larry Spring)
WICH (Ms. Pearl Miller)
William Backus Hospital (Ms. Pauline Palmquist) **

* 1st semester only ** 2nd semester only

APPENDIX VI. EVALUATIONS

A. Pre/Post Test

A. Fill in the blanks

1. A _____ is a letter addressed to a prospective employer that you are asking for an interview. You include in it some mention of your qualifications but not a complete list.

2. _____ is a formal training program usually in one of the skilled trades in which the worker learns the trade while he is working. A certain number of hours is required as is a final test.

3. _____ is a program which allows juniors and seniors the opportunity to learn a skill or profession while they are still in school.

4. The minimum wage in Connecticut is _____ per hour.

5. Bankers, lawyers, and office managers would all be considered _____ collar workers.

6. All federal jobs are obtained by taking a test. They are said to be _____ Service jobs.

7. Someone who does illustrations for books, drawings or sketches for advertising, or design and lay-out for companies is called _____.

B. Define each of the following in a sentence or two:

1. OSHA
2. vocational aptitude test
3. resume
4. cosmetologist
5. food services
6. blue collar worker
7. Occupational Outlook Handbook
8. Job Service

C. Answer each of the following:

1. List 3 occupations that could be called trades.
2. List 3 occupations that could be called municipal services.
3. List 5 places to look for jobs.
4. List 11 of the 15 Career Clusters as defined by the U.S. Office of Education.

D. Explain in a paragraph (4-6 sentences) why it is important to get as much education as possible.

B. Guidelines for Interviewing

(List additional questions under each category)

Working Conditions:

What are the health hazards of the job?

Attitudes:

How do you feel about your job title?

Preparation/Requirements:

Was getting the job difficult?

Life-style:

Does the job affect social life?

C. Film Evaluation

1. Title of film
2. List at least two aspects of the career cluster which you find particularly appealing. Be specific.
3. List at least two aspects of the career cluster which you find particularly unappealing Be specific.

D. Field Trip Evaluation

Destination:
List major occupations, tasks or jobs performed (1-7)
List major good aspects of job as you observed them (1-6)
List major drawbacks of job as you observed them (1-6)
Personal Evaluation (How do you see this as a potential career?)

E. Speaker Evaluation

1. Name of speaker and company represented
2. What were the most important ideas that you got from the presentation?
3. What were the weakest parts of the presentation?
4. Would you recommend the speaker to another Career Awareness class? Explain.

F. Career Brief

1. Career Brief: a report on a specific career which interests you

   A. Written - no less than one page
   B. Use at least 2 sources and list them
   C. DO NOT COPY
   D. Should be in four parts:
      1. Nature of the work (What does the work entail? What are the tasks?)
      2. What types of training are necessary and available?
      3. What are the earnings and working conditions and other benefits for a typical job of that type?
      4. What is the employment outlook for that type of profession?

2. Due Friday, May 23

3. Each person will be graded on the career brief itself, as written, and on a 5 minute presentation of the brief to the class. Consequently, you will receive two grades.

G. Job Shadowing

Name of person shadowed:
Address of place of employment:
Telephone Number:
Career:
Date of shadowing:
General Information: Be on the work site for at least 3 hours. Take notes, record some conversations. You will be sharing this experience with the career group at a future date.
Describe shadowed person including:
1) Physical description
2) His or her career duties/tasks
3) Career preparation school, on-the-job training
4) Past job experience

H. Final Evaluation

(Please answer questions as completely as possible)

1. If a career awareness course were required for graduation, what changes would you make in the present course?

2. Has the course interested you in other vocational areas? (CWE, Industrial Arts, Business Education, Home Arts, etc.) Explain.

3. Do you plan to enter the Cooperative Work Experience Program in 11th or 12th grade? (circle one) Yes No

4. What additional courses would you like to see taught that might help you gain more direction toward a career?

5. Has the course helped you in wanting to graduate from high school? (circle one) Yes No

6. Do you think you know more now about career possibilities than you did when you began the course? Explain.

7. Has the course helped you narrow your choice of careers? Explain.

8. What grade would you give yourself in this course? Why?

APPENDIX VII. BUDGET

I.	Direct Costs			
	A. Personnel:	Acting Project Director	(1st semester)	$500.
		Acting Project Director	(2nd semester)	500.
		Project Assistant	(2nd semester)	500.
		Secretary/Consultant	(2nd semester)	250.
	F. Travel:	21 field trips		500.
	C. Supplies and materials			450.
	D. Other:	typing and printing		300.
II.	Total Costs			$3,000.

APPENDIX VIII. LESSON PLANS
(1st semester - see note after Unit Eleven)

Unit One: Self Awareness

Wed. 9/5/79 Introduction

1. Introduce staff to students
2. Introduce students to one another
3. Present goals as outlined in Program Proposal
4. Give outline of course as outlined in CAP

Thurs. 9/6/79

1. Relaxation exercises: focusing and concentration
2. Self introductions: each member of the class
3. Physical exercises: Isolations
   a. neck shoulder, arm, hand and finger rotations
   b. body balance
4. Begin Self Survey

Fri. 9/7/79

1. Finish Self Survey
2. Physical exercises (cont.)
   a. add trunk and pelvis rotation
   b. add trunk and pelvis isolation
   c. arm twists
3. Define a space
   a. alone
   b. with another

Mon. 9/10/79

1. Relaxation exercises using imagination
   a. candle melting down
   b. iceberg melting
   c. flower wilting
2. Range of motion exercises - defining limits
3. Introductions
   a. make one comment about yourself
   b. shake hands
4. Isolations continued

Tues. 9/11/79

1. Relaxation-tension exercise
   a. follow each relaxation isolation with muscle tensing
2. Pairing with another and mirroring the other's moves
3. Begin 20 incomplete sentences

Wed. 9/12/79

1. Complete 20 unfinished sentences
2. Break down into small groups (4-5) to discuss exercises: a) hardest to do, b) easiest to do, c) most personal, d) most painful

Thurs. 9/13/79

1. Follow up on 20 incomplete sentences - open class discussion
2. Exercise: 20 things you most like to do
   a. $ = $3 or more each time
   b. A = alone
   c. P = with others
   d. A-P = either with others or alone
   e. M = Mother would have had it on her list
   f. F = Father would have had it on his list
   g. R = risks involved
   h. N-5 = not on the list 5 years ago

Fri. 9/14/79

1. Evaluation of Career Possibilities - informal interest inventory
2. First evaluation of CAP course administered

Unit Two: Preparing for the World of Work

Mon. 9/17/79

1. Values Clarification: Name the person most admired and why; tell of your ideal day; list 3 good and 3 bad things about yourself; tell of 3 potential careers.
2. Review and break down into groups of 3
3. General classroom discussion of the work sheets

Tues. 9/18/79

1. View film: "What You Should Know Before You Go to Work"
   a. Discuss various places to look for jobs
      1) newspapers
      2) personnel agencies
      3) friends and relatives
      4) civil service
      5) temporary employment agencies
      6) employment service

Wed. 9/19/79

1. View Part II of "What You Should Know..."
   a. Review questions on sheet

Thurs. 9/20/79

1. Strong-Campbell Interest Inventory administered

Fri. 9/21/79

1. Complete sentence: "I have learned recently..."
2. Lifeline exercise presented
3. Follow-up: Complete sentence: "I have learned from this exercise that ..."

Mon. 9/25/79

1. Preview Part I of filmstrip "Preparing for the World of Work"

Tues. 9/25/79

1. Preview Part II of filmstrip "Preparing for...."
2. Hand out and do worksheets

Wed. 9/26/79

1. Quiz on worksheet and filmstrips

Thurs. 9/27/79

1. Review quiz
2. Individual meetings regarding the quizzes

Fri. 9/28/79

1. Individual meetings of the students with their guidance counselors. Meetings focused on the course and the growth that the students may have experienced in the first month of the class. Emphasis on self-exploration and awareness.

Unit Three: Occupational Overview

Mon. 10/1/79

1. Distinction made between Goods and Services and Blue Collar and White Collar.
2. Introduction to 15 Career Clusters

Tues. 10/2/79

1. Continuation of discussion of Career Clusters
2. Discussion of where to look for career information

Wed. 10/3/79

1. Completion of discussion of where to look for job information.

Thurs. 10/4/79

1. View film: "Legal Rights of Women Workers"

Fri. 10/5/79

1. Quiz: Career Overview

Unit Four: Career Awareness Skills

Tues. 10/9/79

1. Introduction. Write down general interests; general abilities; break down into small groups (4-5) and discuss the difference between the two.
2. List 3 careers interested in pursuing. Write in-depth job description on number one choice.

Wed. 10/10/79

1. Small groups (4-5), each is a separate business in competition with the others. How would the business be organized? Produce what product? What jobs/responsibilities? Individual worker (student) job titles and assignments?

Thurs. 10/11/79

1. Oral report on field trip to the Day and Quality Printers.
2. Write: name of person you most admire, person like to be least, person most like you. Discuss in small groups (4-5)

Fri. 10/12/79

1. Counselor/small group sessions

Mon. 10/15/79

1. Take Career Awareness Skills Exercise (developed by the College Board)

Tues. 10/16/79

1. Select particularly relevant questions in the CAS exercise and ask them to discuss the questions orally in small groups in competition with one another.

Wed. 10/17/79

1. Same as Tuesday.

Thurs. 10/18/79

1. Speaker: Ms. Janice Logan, Software Analyst, Beta Computer Company: discuss careers in computers.

Fri. 10/19/79

1. Viewed "Hard Choices or Decision Making" Part II. Gives overview of decision making strategies and how they might be employed in making career decisions. Discussed filmstrip.

Mon. 10/22/79

1. Speaker: Ms. Diane Davis, Director, Snelling and Snelling Personnel Agency. Employment outlook in Southeastern Connecticut and the uses of private personnel agencies.

Tues. 10/23/79

1. Introduction to career resources in the school library. Students wrote a couple of paragraphs on one career choice they had indicated a preference for earlier.

Wed. 10/24/79

1. Test on Career Awareness Skills.

Thurs. 10/25/79

1. Administered Armed Services Vocational Aptitude Battery (ASVAB) to the students.

Unit Five: Resource Exploration

Mon. 10/29/79

1. Speaker: Pvt. Lee Rummel, U.S. Army. Discussion of military careers as seen through the eyes of a recent East Lyme graduate (Lee was a graduate of the class of 1979).

Tues. 10/30/79

1. Film overview of job outlook. Information compiled by the U.S. Department of Labor

Wed. 10/31/79 and Thurs. 11/1/79

1. Administered Kuder Interest Test

Fri. 11/2/79

1. Counselor small group sessions

Mon. 11/5/79

1. Speaker: Technical Careers Institute, Hartford, CT. Slide presentation and discussion of various technical careers serviced by the school, e.g. electronics.

Tues. 11/6/79

1. Speaker: Pfizer, Inc. Mr. Tom Funk, Personnel Associate. Slide presentation and discussion of various occupations housed at the Groton plant.

Wed. 11/7/79 and Thurs. 11/8/79

1. Small group sessions rotated through the various counselors: a) Armed Services opportunities (Mr. Dan Sullivan; b) Occupational Outlook Handbook (Mrs. Rena Linder); c) Subject Area kits (Mrs. Nancy Piehler); d) information in career files and higher education catalogues (Mr. Timothy Evers).

Fri. 11/9/79

1. Speaker: Mildin Institute. Discussion of career possibilities and the services offered by the Institute.

Unit Six: Job Safety

Tues. 11/13/79

1. OSHA lecture: discussion of occupational safety and hazard act.

Wed. 11/14/79

1. Discussion of job hazards

Thurs. 11/15/79

1. Field trip: Edward Malley Company

Fri. 11/16/79

1. Small group/counselor sessions

Mon. 11/19/79

1. Open discussion

Tues. 11/20/79

1. Repeat 20 Favorite Things (see Thurs. 9/13)

Unit Seven: Career Planning

Mon. 11/26/79

1. Introduce career planning
   a. State present position - key: study of self is key to career planning.
   b. State goals
      1) Short range
      2) Long range

Tues. 11/27/79

1. Continue career planning
   a. Map out career paths from A to B over 5 year period
   b. Answer questions
      1) What subjects to study?
      2) What extra-curricular activites?
      3) Should I drop out of school?
      4) Should I work part-time?
      5) What type relationships should I have?
      6) Should I work full time or go to college?
      7) Miscellaneous

Wed. 11/28/79

1. See filmstrip: "Career Choices: A Life Long Process" Emphasis on options and choices and seeing the 3 primary steps toward career building:

a. Exploration
b. Building
c. Maintaining

2. Do worksheet on career goals

Thurs. 11/29/79

1. Follow-up on Career Choices filmstrip
2. Explain vocational choices
3. Complete work sheets.

Fri. 11/30/79

1. Complete and hand in worksheets begun on Wednesday.

Unit Eight: Career Exploration Continued

Mon. 12/3/79

1. Speaker: Sgt. Brackett, National Guard. Spoke on military careers.

Tues. 12/4/79

1. Open (cancellation of speaker)

Wed. 12/5/79

1. Field trip to Viking Ford

Thurs. 12/6/79

1. Speaker: Bill Bennett, Mohegan Community College. Spoke on alternative programs presented by Mohegan and the benefits of a two-year post-secondary program.

Fri. 12/7/79

1. Speaker: Rick Strauss, University of New Haven. Spoke on various careers in aviation.

Mon. 12/10/79

1. Field trip to East Lyme Municipal Services
   a. Town hall, police station, fire department

Unit Nine: Decision-Making

Tues. 12/11/79

1. Introduction to decision making strategies. Hand

out sheet and have them fill out the sheet after seeing filmstrip: "Career Values: What Really Matters to You?"

Wed. 12/12/79

1. Go over Seven Steps to Values as outlined in Teaching Right and Wrong: Decision Making Strategies by Sidney Simon. Hand out papers and have them complete the seven step ladder.

Thurs. 12/13/79

1. Review Seven Steps with individual students.
2. Review the Seven Steps in general.

Fri. 12/14/79

1. Counselor/small group sessions - focus on individual decision making

Unit Ten: Career Briefs

Thurs. 1/3/80

1. Outline the requirements for a career brief
2. Establish individual goals for the briefs
3. Review materials available for students to use in writing career briefs: guidance, library, CWE

Fri. 1/4/80

1. Open day for students to use the various facilities for career briefs. Advice given individuals about their briefs.

Mon. 1/7/80

1. Same as Friday with students switched from library to guidance and vice-versa

Tues. 1/8/80

1. Field trip to WICH, Norwich.

Wed. 1/9/80

1. Individual presentations of career briefs

Thurs. 1/10/80

1. Individual presentations continued.

Fri. 1/11/80

1. Counselor/small group sessions - focus on career briefs

Unit Eleven: Summary

Mon. 1/14/80

1. Speakers: Mr. David Casko, Business Education and Mr. Eugene Schultz, Industrial Arts, spoke on various course offerings in each department and how they relate to the world of work.

Tues. 1/15/80

1. No school

Wed. 1/16/80

1. Speaker: Ms. Kay Robson, Stone and Webster. Millstone, construction trades

Thurs. 1/17/80

1. Exam review

Fri. 1/18/80

1. Counselor/small group session. Summary comments.

Mon. 1/21/80

1. Final Exam

Note: 2nd semester lesson plans followed the basic format of those for the 1st semester, except that during the last 10 weeks speakers, filmstrips, and field trips were organized around individual career clusters and that a job shadowing assignment was added during the last three weeks.